



Course syllabus

Faculty Board of Health, Social Work and Behavioural Sciences
School of Education, Psychology and Sports Science

4PE600 Pedagogik som vetenskaplig disciplin I, 15 högskolepoäng
Theory of Education, 15 credits

Main field of study

Education

Subject Group

Education

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved by the Board of the School of Education, Psychology and Sports Science
2009-08-25

Revised 2012-06-20

The course syllabus is valid from autumn semester 2012

Prerequisites

General entry requirements for studies on advanced level as well as specific entry requirements: at least 90 credits in main field of study, pedagogy, or equivalent main field of study including a degree project of at least 15 credits

Objectives

On completion of the course, students should be able to

- critically reflect over pedagogical questions in an historical and societal context and relate this to development movements in personal pedagogical practice
- problematize earlier and current pedagogical theories and activities on the basis of different value perspectives

Content

The course contains the following elements:

- pedagogy classics in a historical and societal context, both nationally and internationally
- pedagogy as a scientific discipline
- questions on value and democracy
- problematization of pedagogical questions in personal practice in regards to the relationship between individual and society

Type of Instruction

Lectures, seminars, individual work and cooperation in groups. All lessons are mandatory.

Examination

The course is assessed with the grades Fail (U) or Pass (G).

Course Evaluation

Course evaluation on a continuous basis verbally and/or in writing throughout the course. When the course has finished, an evaluation is compiled. The results are reported to the students and then archived according to the rules of the school.

Other

Possible additional fees regarding assignments and such shall be paid by the student.

Required Reading and Additional Study Material

Björk Göran *Martin Buber*. . I Steinsholt, Kjetil & Løvlie, Lars (red) *Pedagogikkens mange ansikter*. Universitetsforlaget. 2004. sid 435-452

Dewey, John. *Demokrati och utbildning*, Diados, 2005, valda delar. 200 sidor

Englund, Tomas. *Rethinking democracy and education: towards an education of deliberative citizens* Journal of Curriculum Studies, 32(2), 2000. sid 305-313

Englund, Tomas. *John Dewey: Den pragmatiska utbildningsfilosofin*. I Steinsholt, Kjetil & Løvlie, Lars (red) *Pedagogikkens mange ansikter*. Universitetsforlaget. 2004. sid 376-391

Hultqvist. *Michel Foucault*. . I Steinsholt, Kjetil & Løvlie, Lars (red) *Pedagogikkens mange ansikter*. Universitetsforlaget. 2004. sid 618-633

Von Wright, Moira *Goerge Herbat Mead*. . I Steinsholt, Kjetil & Løvlie, Lars (red) *Pedagogikkens mange ansikter*. Universitetsforlaget. 2004. sid 407-420

Gerrevall, Per. *När lärares professionella kunskans utmanas konsekvenser för pedagogik och lärarutbildning* . Installationsföreläsning. 2011

Key, Ellen. *Barnens århundrade*. Informationsförlaget, 1996. 238 sidor

Lindberg, Leif & Berge, BrittMarie.
Pedagogik som vetenskap – vetenskap som Pedagogik. Studentlitteratur, 1997. 221 sidor

Moe, Sverre. *Émile Durkheim: Oppdragelse, utdanning og sociologi*. I Steinsholt, Kjetil & Løvlie, Lars (red) *Pedagogikkens mange ansikter*. Universitetsforlaget. 2004. sid 364-375

Sellbjer, Stefan. *Förändringar i pedagogikundervisningens innehåll under 1900-talets slut* Pedagogisk forskning i Sverige 11(4). sid 266-290

Stafseng, Ola. *Ellen Key: Sveriges kvinnelige svar på Durkheim og Dewey*. I Steinsholt, Kjetil & Løvlie, Lars (red) *Pedagogikkens mange ansikter*. Universitetsforlaget. 2004. sid 350-363

Uljens, M. *On general education as a discipline*. Studies in Philosophy and Education 20(4), 2001. sid 291-301